## HANDOUT 7.1D Mockingbird on Social Media

## Task Group A

- 1. On your device, open Twitter or Facebook and type in "To Kill a Mockingbird racist."
- 2. Skim the first five to ten results.
- 3. Choose one post that you think makes a strong argument. Note its content briefly in the table that follows. Then note what evidence makes this a strong argument.
- 4. Choose another post that you think makes a weak argument. Note its content briefly in the table that follows. Then note what evidence makes this a weak argument.

SEARCH:	
Strong argument:	
What makes me/us say so?	
Weak argument:	
What makes me/us say so?	

## Task Group B

- 1. On your device, open Twitter or Facebook and type in "To Kill a Mockingbird best book."
- 2. Skim the first five to ten results.
- 3. Choose one post that you think makes a strong argument. Note its content briefly in the table that follows. Then note what evidence makes this a strong argument.
- 4. Choose another post that you think makes a weak argument. Note its content briefly in the table that follows. Then note what evidence makes this a weak argument.

SEARCH:	
Strong argument:	
What makes me/us say so?	
Weak argument:	
What makes me/us say so?	

Retrieved from the companion website for *Fighting Fake News: Teaching Students to Identify and Interrogate Information Pollution* by Jeffrey D. Wilhelm, Michael W. Smith, Hugh Kesson, and Deborah Appleman. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2023 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.